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ABSTRACT

The results of a 1972-73 survey of Florida secondary schools concerned with the teaching of psychology are reported and compared to a similar survey made in 1970-1971. The survey of 1973, a four-page questionnaire, was mailed to 409 schools and gathered 218 responses. A description of the results analyzes and compares data collected in the following areas: which schools taught separate psychology courses, number of students enrolled, school and class characteristics, length of courses, popularity of psychology, student demand, certification and preparation of teachers, type of approach used, course objectives, what topics are included and what topics should be included, and needs for new materials and materials now in use. Three concluding suggestions are that psychology as an instructional discipline for high school requires further definition, that more consideration should be given to the clientele, and that teacher qualifications and certification requirements need description. A brief review of the literature concludes with 19 characteristics of the status of pre-college psychology. A list of periodicals and journals and an appendix with data in tabular form are followed by references. The 1970-71 survey is ED 073 026. (KSM)

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THE STATUS OF PRE-COLLEGE PSYCHOLOGY IN THE STATE OF FLORIDA DURING 1970-71 and 1972-73: A COMPARATIVE REPORT

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The response to the 1970-71 report far exceeded expectations. Requests from several hundred persons throughout the United States and three foreign countries were received and answered. Even more importantly, the monograph opened lines of communication among several educational and professional groups interested in pre-college psychology. It was from the conversations and correspondence the authors had with individuals from these groups that this second survey was initiated.

The authors are grateful to a number of people who encouraged their efforts to conduct the second survey. These persons were Don Avila, John Newell, Marvin McMillan, and Eugene Timmerman of the College of Education, Kirby Stewart, former Director of Research, P.K. Yonge Laboratory School, and Henry Pennypacker, Department of Psychology, University of Florida.

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It is indeed fitting that secondary school students be recognized for their contributions toward the completion of this manuscript. After all, it is students like these who hopefully will benefit from this monograph.

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THE STATUS OF PRE-COLLEGE PSYCHOLOGY IN THE STATE OF FLORIDA DURING 1970-71 and 1972-73: A COMPARATIVE REPORT

by

Robert J. Stahl and J. Doyle Casteel

During the 1970-71 school year, a survey of Florida secondary schools relative to the teaching of psychology in Florida was conducted and the results were reported by the two authors.[1] In light of the tremendous growth of psychology over the past two years and with the growing efforts of diverse educational groups in Florida to establish certification and college degree requirements relative to training teachers to teach these courses at the pre-college level, the authors felt a need to repeat the survey after two years.

A new questionnaire was designed 1) to obtain data on the same broad range of areas and topics pertaining to the status of psychology in Florida secondary schools as was collected on the previous study; and 2) to get information and data relevant to a number of other areas and subjects not included on the previous survey but which were considered important. In April, 1973, a four-page questionnaire containing 37 items accompanied by an introductory letter and a stamped, self-addressed envelope was mailed to 447 Florida secondary schools. After receiving an up-dated listing of

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[1] Stahl, Robert J. and Casteel, J. Doyle, The 1970-71 Study on the Status of Pre-College Psychology in the State of Florida: A Final Report, Gainesville, Florida: P.K. Yonge Laboratory School Resource Monograph No. 6; November 22, 1972. 22 pages.

schools from the Florida State Department of Education, thirty-eight schools were excluded from the 447 figure. This report includes data from 218 responses in the 409 schools surveyed (53.3%).

The survey revealed that psychology as a separate course of study was taught in 175 of the 218 Florida secondary schools responding to the questionnaire. When compared to data collected in the 1970-71 survey, this 1972-73 figure represents an increase of thirty-five schools (25.0%) offering separate courses in psychology in two years. While 175 schools (80.3%) offered separate psychology courses within their curriculum, 158 of the 175 respondents (90.3%) actually taught the course designated as psychology in their school. This report concerns itself primarily with the responses of the 158 respondents who actually taught the separate course of psychology. These teachers are grouped to form one category of respondents while the remaining 60 respondents were combined and are referred to herein as those not teaching the psychology courses.

According to the data reported in the 1970-71 survey report, 19,779 students were enrolled in all psychology courses ranging in length from six weeks to one year with 128 teachers teaching separate psychology courses. Respondents to the more recent survey reported that during the 1971-72 school year, 24,709 students had enrolled in their psychology courses with that enrollment increasing to 25,201 students in the 1972-73 school year. The 1971-72 figure represents an increase of 24.9 percent over the 1970-71 figure with the 1972-73 enrollment showing a 27.4 percent increase over the 1970-71 enrollment for all courses over six weeks long.

The 17,412 students enrolled for a one semester course during

the 1972-73 school year represents a slight decrease of .01 percent in student enrollment over a two year period for courses of that length. This total is a 39.1 percent increase over the 1968-69 student figures (12,519 students) supplied by the Florida State Department of Education. The 158 teachers represent a gain of thirty teachers (23.4 percent increase) in the two year period and a 154.8 percent increase over the 1968-69 State Department teacher tally (62 teachers). While the pace of student enrollment in separate psychology courses has slackened over the past two years (57.9% from 1968-69 to 1970-71 to 27.4% from 1970-71 to 1972-73), psychology continues to be one of the fastest growing course offerings in the history of Florida education.

In examining the responses of the 158 teachers who taught the course, the data indicated that these course were offered primarily in public secondary schools (135 responses or 85.4%) with Non-Catholic private religious schools (11 responses or 7.0%), private non-religious schools (6 responses or 3.8%), and Catholic parochial schools (4 responses or 2.5%) following in that order. In addition, classroom teachers of psychology in one military academy and one vocational-technical school responded to this survey.

The 158 teachers taught their courses in schools with dissimilar total student enrollments, racial mixtures, and urban-rural settings. The data collected relative to these school characteristics are reported below.

One hundred and one teachers (64.3%) taught in secondary schools with over 1,000 students enrolled. Schools with enrollments of 501

to 1,000 ranked second with 25 responses (15.9%); 201 to 350, third with 11 responses (7.0%); 351 to 500, fourth with 9 responses (5.7%); 101 to 200, fifth with 7 responses (4.5%); and, schools with less than 100 students enrolled, sixth with 4 responses (2.5%). In part these data may suggest that psychology is considered to be a valid but not a critical component of many course offerings provided by schools. The data also suggest that required instructional components (e.g., American History) operate to restrain the development and offering of psychology courses in small high schools.

Of the 154 teachers who responded to the item concerning the approximate ratio of whites to blacks attending their school, 110 teachers (71.4%) indicated they taught at schools with a racial balance of approximately 80 percent white and 20 percent black. Twenty-three teachers (14.9%) taught in schools with a 65%/35% white-black ratio; 7 teachers (4.5%) in schools with an approximate 50%/50% ratio; 3 teachers (1.9%) in schools with a 35%/65% white-black ratio; and 11 teachers (7.1%) in schools with a 20%/80% ratio.

A clear majority of the teachers (89 or 57.8%) taught in secondary schools whose geographic and social setting were predominantly urban in nature. Thirty-five teachers (22.7%) taught in primarily rural schools while 30 respondents (19.5%) indicated their school drew students about equally from both urban and rural settings.

Information about the racial mixture and sex of the students enrolled in the psychology courses was sought. One hundred and twenty-nine of the 154 teachers (84.9%) responding reported that they taught classes which had a racial mixture of approximately 80

percent white and 20 percent black. This suggests that in better than four-fifths of all psychology courses taught in Florida secondary schools, the student enrollment is approximately four whites to one black regardless of the white-black ratio of the total school population. The data concerning the whites to blacks enrollment for the other ratios specified in the questionnaire also support this claim. The second most frequently indicated ratio of whites and blacks enrolled in the courses was the 65% white/35% black ratio (10 responses or 6.6%), with the 50%/50% ratio third (5 responses or 3.3%), and the 20% white/80% black ratio fourth (8 responses or 5.3%). No teacher responded to the 35% black/65% white ratio included in the questionnaire. In only 8 of the 14 schools with predominately black student enrollments did psychology courses enroll more blacks than white students. This data suggest that blacks may not perceive psychology as beneficial to their lives or relevant to their needs and interests while it may indicate that the psychology course is one of the last bastions against integration still remaining in the secondary school curriculum. While other interpretations of the data are possible, insufficient information allows only for conjecture at this time.

In regard to the sexual make up of the psychology classes, it was found that in better than two-thirds of the cases (69.1%), the majority of students in the classes were girls. Twenty-six teachers (17.1%) indicated an approximately balanced classroom while only 21 teachers (13.8%) reported that a majority of students enrolled in their courses were boys.

That the blacks are less likely to select psychology than whites and that girls are more likely to enroll than boys raise interesting questions. Do blacks perceive psychology as less valuable than other offerings? Do boys perceive the course as feminine in content or instructional process? Can psychology be used to help students (black and white, male and female) to address themselves to the social and personal events that influence and impinge on their lives?

Information pertaining to the grade level of the students enrolled in the courses was obtained. Courses open to only ninth graders or only tenth graders were offered at only one school each. Three teachers (2.9%) indicated their courses were open to just eleventh graders while 47 (30.1%) reported courses open only to twelfth graders. The grade combinations which received the most responses were the eleventh and twelfth grades combined (69 responses or 44.2%) and the tenth through twelfth grades (33 responses or 21.2%). The ninth through twelfth grades combined received only two responses (1.3%). In 1970-71, courses enrolling just twelfth graders or eleventh and twelfth graders combined were found in 84.4% of the schools. The 1972-73 data revealed this had declined to 74.3 percent. These figures represented a tendency of schools over the past two years to break from the pattern of primarily enrolling seniors in the course and a growth toward allowing more tenth and eleventh graders to enroll in the courses. This may mean that psychology is seeking a niche in the social studies programs offered at the secondary school level. These data also suggest that psychology as a course offering usually competes with Economics,

Sociology, Problems of Democracy, and other behavioral science offerings for the attention of twelfth graders with either eleventh or tenth and eleventh graders allowed to elect the course. Those interested in increasing the number of psychology offerings might well contemplate developing courses and instructional materials for ninth and tenth grades. Less competition with other behavioral sciences is likely. Typical ninth and tenth grade course offerings for the social studies are less established in tradition, convention, and law than American History (eleventh grade) and Americanism vs. Communism (twelfth grade).

Data were collected relative to the length of time the specific courses in psychology were offered. The most frequent response showed 100 schools (64.5%) offered the course for one semester in length. This figure was nearly identical to the 1970-71 percentage (66.4%) for semester course offerings. The other choices and responses were: a) a full year (40 responses or 25.8%), b) nine weeks (7 responses or 4.5%), and c) six weeks (3 responses or 1.9%). Five respondents (3.3%) indicated their courses were offered on the trimester system of 12 weeks in length. In light of the data from the 1970-71 study, there appears to be a slight tendency to offer fewer year long courses in psychology while at the same time increasing the number of courses six weeks and nine weeks in length. This trend suggests again that there is a desire to increase the number of students enrolling in separate psychology courses, and those so committed believe this is possible only by limiting the length of the courses rather than increasing the number of teachers teaching the course.

When asked if the specific courses in psychology were offered as an elective or required course at their school, 141 of the 157 respondents to this item (96.8%) selected the former. This is a slight decrease from the 1970-71 data which revealed 98.4 percent of the courses were elective. The percentage of schools requiring psychology courses of their students rose from 1.6 percent to 3.2 percent in two years.

The survey obtained information relative to the identity of courses or subject areas other than those specifically labeled Psychology which contained some psychological principles and subject matter. In examining the combined responses of the 218 respondents, it was again found that 'psychological' subject matter was taught in a variety of other courses and was again considered important by the respondents to the comprehension and application of those subject areas. Courses identified as containing psychological subject matter were: Sociology (28 responses or 37%); Problems of Democracy (26 responses or 35.1%); Family Life (22 responses or 29.7%); Child Development (14 responses or 18.9%); Home Economics (14 responses or 18.9%); and Contemporary Issues (11 responses or 14.9%). The choice labeled "other" received 14 responses (18.9%) and included such courses as Religion (4), Anthropology (3), Teenager in Society, Human Relations, Farm Relations, Nursing Education, Senior Youth Guidance, Social Studies Seminar, and Modern Family Living. Although only 74 respondents marked this item of the questionnaire, many of them marked at least two of the choices with some indicating 'psychological' subject matter was included in three or four different courses taught in their school. This would support earlier

data relative to the efforts of schools to at least introduce more students to psychological concepts and subject matter. Additionally, the data may suggest that the schools were making a great effort to incorporate as much 'psychology' as they could into existing courses when they were not able to offer their students separate courses in psychology. Forty-four of the 158 psychology teachers indicated that psychological principles and information were being taught in other courses at their school as well as in their own separate courses.

When the respondents were asked whether the course was considered a popular course for students to take at their school; 136 of the 145 teachers (93.8%) marking this item answered in the affirmative. This was nearly the same figure (94.5%) reported in the 1970-71 study. Interestingly enough, of the five teachers who reported their courses were required courses at their school, four indicated the course was not considered popular by students. It is not surprising that psychology courses are perceived by students as being more beneficial when these courses are freely elected by the students rather than imposed upon them by school requirements for graduation.

In another item related to the popularity of the courses, respondents were asked if student demand for and enrollment in specific psychology classes had increased, decreased, or remained steady over the past two or three years. In schools where specific courses in psychology were offered, 87 of the 137 teachers (63.4%) who responded to this item indicated that enrollment and demand for the course had risen over the past two or three years. The 1970-71 survey revealed a slightly higher percentage (65.2%) of teachers

reporting a growth in demand and enrollment over a two to three year period. Twelve teachers (8.8%) reported a decrease while 38 respondents (27.7%) indicated a fairly stable enrollment and demand. This latter figure is nearly identical to that obtained two years previously when 27.0% reported a stable enrollment. Again as in the 1970-71 survey, teachers reporting decreases in enrollment noted that the reason for the decrease was largely attributable to one of two causes: first, the school's total enrollment had dropped tremendously as new schools were opened in the area; and second, the teachers who had taught the course before had departed; consequently, the principle reduced the number of psychology courses offered. This suggests still again that psychology has not found a conventional place in the curriculum. It would appear that those interested in increasing psychology offerings must do two things: (1) determine what knowledge, what understandings, and what concepts a high school student can anticipate knowing as a result of instruction in psychology; and (2) convince those who exercise influence over the curriculum that the consequences of such knowledge, understandings, and conceptual power are of primary value as an integral (one is tempted to say essential) element of general education.

Information pertaining to the subject area of certification and college preparation of teachers teaching psychology was sought. As expected, social studies certificates were held by 128 of the 148 teachers (86.5%) teaching the course. This compares to 71.8% of the teachers in the 1970-71 study. Guidance and Counseling certificates were held by 23 respondents (15.5%) with Home Economics (6 responses or 4.1%) and Science (4 responses or 2.7%) following in

that order. A number of respondents indicated they held degrees other than those specifically identified in the questionnaire or were certified by the Florida Department of Education in two or more areas. When their responses were analyzed, the data revealed that some of the psychology teachers held certificates in Administration (7 responses), Language Arts (5 responses), Foreign Languages (3 responses), and one each in Physical Education, Library Science, Journalism, Mathematics, Bible, Elementary Education, and Theology. Ten teachers did not respond to this item of the questionnaire.

In Florida, as in most other states, a teacher could (and still can) teach psychology courses at the secondary school level without having had a psychology or educational-psychology course in college since no certification requirements have been spelled out by the state certification agency. However, the data revealing the strong social science background of the teachers teaching the specific courses and the background of those who include psychological subject matter in their courses suggest that administrators and teachers are continuing to perceive the course as a social studies rather than a science course and that social science teachers are perceived as the teachers most able to teach the psychology courses.

One-third (51 responses or 33.9%) of the 150 teachers who responded to the item indicating the level of their college training reported they held a masters degree. Twenty-six teachers (17.3%) had completed some work beyond the masters level. One teacher had attained the specialist rank and one the doctorate. Thirty-seven teachers (24.7%) held the bachelors degree only while 34 teachers

(22.7%) had completed some course work beyond the bachelors degree level but had not yet received a masters degree. These data reveal that 75.3 percent of the classroom psychology teachers had completed work beyond the bachelors degree level.

In examining the number of semester hours the 158 teachers had accumulated in psychology and educational psychology courses at either the graduate or undergraduate level, it was found that these teachers averaged 25.1 hours of college course preparation. The amount of their college preparatory background ranged from a low of zero hours (15 respondents) to a high of 75 semester hours with a mode of 24 hours. Wide descrepancies do exist in the college preparatory background of pre-college level psychology teachers. These data also indicate that the 1972-73 teachers had increased their college course work by an average of 2.4 hours over their 1970-71 counterparts who averaged 22.7 hours. The data suggest that many psychology teachers enrolled in at least one 3-hour psychology course at the college level between 1970-71 and 1972-73, lending support to the claim made by several respondents in the 1970-71 survey that they felt they needed more training at the college level and would seek to obtain this preparation. The number of teachers with no college psychology course background increased slightly in the two-year period.

Of the 158 teachers, 152 responded to the item regarding their attitude about their college course preparation. A majority of the teachers (115 or 75.7%) reported they felt they had enough college preparation to teach psychology adequately in the high school. Thirty-seven teachers (24.3%) felt less confident about their

training and did not consider their background adequate for teaching the course. When asked if they felt they had enough college course work to teach psychology adequately at the secondary school level, 71.8% of the 128 teachers answering the 1970-71 survey responded affirmatively. A comparison of the data from the two surveys indicates that the 1972-73 teachers felt more positive about the adequacy of their college preparation (an increase of 3.9%) than did the 1970-71 teacher respondents. These data seem to support the claim made in the report of the 1970-71 survey results that administrators and department chairmen are most likely to select those teachers whom they feel can do a good job of teaching the course rather than randomly assigning the course to any teacher on the staff. The information regarding subject area of certification would indicate that these administrators are willing to staff courses with teachers from a wide variety of subject area specialties and from different degree levels to find a teacher for the course.

Additional information relative to the general approach of the teachers to their courses, the topics which were taught, and the objectives set for the courses was sought.

Teachers were asked whether the approach they took towards their courses tended to be behavioristic or humanistic in orientation. Of the 152 teachers who responded to this item, 80 (52.6%) reported their approach was behavioristic with 59 teachers (38.8%) indicating a humanistic approach. Since 13 respondents refused to lean either way and wrote in "both" or "about even", their responses were combined and made up 8.6 percent of the replies to this item. The fact that a majority of teachers indicated their approach tended to be more behav-

ioristic than humanistic runs counter to what was anticipated especially in light of the strong social studies background of most of the teachers teaching the course. These figures also run counter to the authors' conjecture in the 1970-71 final report that the strong social studies background of psychology teachers suggested a definite humanistic outlook by these classroom teachers in their approach to teaching psychology. However, with the current movement toward labeling psychology courses "behavioral science" courses, the introduction and use of a state-adopted textbook with "behavioral science" in the title, and the lack of an articulated "humanistic" psychology curriculum for the secondary school, the stated preferences of these teachers toward behavioristic labels, and perhaps methods and concepts as well is understandable. The reader is cautioned not to equate respondent selection of 'behaviorism' with the work of B.F. Skinner, Albert Bandura, and other strict psychological behaviorist. The objectives toward which most respondents designed and taught their courses and the topics they included in these courses add merit to this caution.

Teachers were asked to identify the objectives they set for teaching their courses at the secondary school level. This item of the questionnaire allowed teachers to check any number of the 12 objectives already provided and included an invitation to add additional objectives. A number of teachers marked several objectives. The three objectives receiving the most support and passing the 75.0% level were: a) to help students cope with problems associated with emerging adolescence (132 responses or 84.0%); b) to assist students in adjusting to life and solving life's problems (126

responses or 80.2%); and, c) to apply psychological knowledge in order to understand contemporary social problems and events (124 responses or 78.9%). The three objectives least supported by these teachers were: a) to help students in their vocational planning (31 responses or 19.7%); b) to prepare students for college psychology courses (56 responses or 35.6%); and, c) to assist students in preparing for family life (83 responses or 53.8%). Other objectives set for the course and identified by these teachers in the "other" category of this item were: to help students accept others on equal terms; to help students become reasonably happy, reasonably successful, reasonably adjusted viable citizens; to introduce students to psychology as a true behavioral science; to provide students with the opportunity to understand and accept their development; to enable students to better understand man as he behaves in literature, history and the contemporary world; to teach the students to understand the types and causes of human behavior; and, to help the students understand his complete being--Body, Mind, and Spirit. Apparently skeptical of the value of psychology courses on the pre-college level, one respondent listed as the objective of these courses "to supply another elective which looks good on paper!" In reviewing the objectives specified for the psychology courses, it is apparent that they emphasize general "life-adjustment" and "mental health" objectives while they de-emphasize preparation for career, college, and family life activities.

A list of twenty-two topics generally covered in psychology courses in secondary schools were listed in the questionnaire. The respondents were invited to indicate all of those topics which they

Included in their courses. The five topics covered most by the teachers teaching the specific courses in psychology were intelligence (145 responses or 92.4%), mental illness (140 responses or 89.2%), personality theory (139 responses 88.5%), mental health (135 responses or 82.8%), and emotions (130 responses or 82.8%). Those topics least covered included statistics (37 responses or 23.5%), child care (45 responses or 28.6%), the human body (biological background) (65 responses or 41.4%), love (88 responses or 56.0%), and human growth and development (90 responses or 57.3%).

An item was included seeking information as to what topics should be included in psychology courses taught at the secondary school level. The respondents were invited to select the topics that should be included in these courses with the option of adding additional topics if the ones provided were not sufficient for their needs. Four of the top five topics previously identified as the topics most often covered in psychology course taught by these teachers were checked as those topics which ought to be included in pre-college psychology courses. The lone exception, intelligence, which ranked number one in topics taught, ranked number seven on the topics to be included item. The top five topics these teachers listed as those which ought to be covered were emotions (137 responses or 92.5%, mental illness (132 responses or 89.1%), mental health (131 responses or 88.5%), personality theory (127 responses or 85.8%), and motivation (124 responses or 83.7%). The fifth topic, motivation, reached eighth place in the topics included in current courses section of the questionnaire. The topics considered least important on the basis of whether they should be included in psychology courses on this level were statis-

tics (52 responses or 35.1%), the human body (63 responses or 42.5%), child care (70 responses or 47.2%), parapsychology (84 responses or 56.7%), and heredity and genetics (92 responses or 62.1%). Three of the five topics selected as least appropriate are closely associated with "behaviorism" (statistics, the human body, and heredity and genetics), and three of the top five topics (emotions, mental illness, mental health) are associated with "humanism". Thus, even though there teachers perceived themselves as being primarily behavioristic in their approach to their courses, the topics they covered in their courses and those they wanted to see included in courses taught at this level clearly favored "humanistic" approaches, objectives, and topics at the expense of more "behavioristic" ones. Several teachers responded to the invitation to identify other topics that ought to be included in pre-college psychology courses. A number of teachers desired to see some treatment of sex education information in these courses and used phrases such as "the psychological functions of sex" and "sex and the meaning of love" to illustrate the direction this topic should take in secondary school courses. Other topics mentioned by these teachers included mythology, witchcraft, leadership, frustration, the troubled personality, the psychology of propaganda, and the methods, techniques, and services used by professionals to treat the various mental, emotional, and behavioral disorders.

Florida secondary school teachers again reported they were in great need of new and various kinds of materials, instructional aids, and information to help them do a more adequate job of teaching their psychology courses. The 1972-73 survey analysis revealed that

these classroom teachers desired a great deal of assistance in the form of materials and instructional aids and were quite willing to identify the materials and the type of assistance they wanted. An overwhelming number of the 158 teachers and the 60 other respondents to the survey indicated that this assistance and instructional material would help them improve the quality of the courses they were teaching. Their responses clearly demonstrated their thoughts and feelings toward getting newer, more useful, and larger quantities of instruction materials and resources.

As expected, a large number of the 158 teachers used at least one of the four state adopted textbooks in teaching their courses. With all of the 158 teachers responding to this item, 97 teachers (61.4%) indicated they used the textbook entitled Psychology: Its Principles and Application by T.L. Engle and Louis Snellgrove. Psychology: The Science of Behavior by A.A. Branca was being used by 34 teachers (21.5%); Introduction to Behavioral Science edited by E. Fenton was being used by 24 teachers (15.2%); and Psychology by W.J. McKeachie and C.L. Doyle was used by 15 teachers (9.5%). In contrast to the 1970-71 survey on which twenty-three teachers indicated they used more than one of these textbooks, data for this survey revealed only 12 teachers used more than one state adopted textbook in teaching their courses. The data also revealed a number of changes in the past two years relative to the use of state-adopted textbooks by these teachers. Data pertaining to the psychology text authored by Engle and Snellgrove indicated that while there was an increase in the number of teachers using it from 86 to 97 teachers in two years, its overall popularity and use by teachers

declined from 73.5 percent of the teachers in 1970-71 to 61.4 percent in 1972-73. However, it still managed to maintain its position as the most used psychology textbook on the pre-college level in the state of Florida. The 1970-71 second most used textbook, Psychology: The Science of Behavior again received the second highest responses (29 in 1970-71, 30 in 1972-73); but the third place textbook, Psychology, by McKeachie-Doyle, was not so fortunate in this survey. Psychology dropped to fourth place in usage in 1972-73 (from 21.4% to 9.5% use in two years) with its former third position being taken over by the inquiry-oriented text Introduction to Behavioral Science which captured 12.3% of the responses. These data when compared to the results of the previous study suggest that psychology teachers are not only looking for better and more informative textbooks; but, when given the opportunity will purchase and use these books to assist them in improving the quality of their courses. However, despite the fact that these teachers had four state-adopted textbooks from which to choose and even though twelve percent of them were using a newly adopted textbook a greater percentage of teachers (52.3%) reported they wanted a different kind of text than did those who responded to the 1970-71 study (49.2%).

Additional information regarding the use of these textbooks was collected. An examination of these data revealed that in twenty-nine percent of the cases, these state-adopted textbooks were used a great deal of the time by those teachers teaching the courses in psychology. One-third of the teachers (33.1%) reported they used these textbooks often while twenty-eight percent of the teachers reported using them occasionally. Thirteen teachers (9.4%) who

responded to this item reported they never or rarely used these texts even though they had them available in their classrooms for student use. The overall tendencies suggested nearly parallels the results obtained on the 1970-71 survey when 64.6% of the teachers reported they used the state-adopted textbooks often or a great deal of the time. However, two years previously, 26.7% of the respondents indicated they never used or occasionally used these books while the percentage rose to 37.4% in the 1972-73 survey. This general negative trend in using the current state-adopted textbooks is supported by additional data indicating that 31 of the 139 teachers who responded to this item used these textbooks for lack of any other reading material(s). The data support the claim made in the 1970-71 report and reiterated in this essay that these widely used textbooks are not including the kinds of topics, concepts, information, and subject matter that classroom teachers feel ought to be investigated, explored, and taught in the secondary school classroom.

Despite the fact that the past two years has seen a tremendous increase in the availability and quantity of commercially produced instructional aids and materials for psychology teachers to use in their classrooms, 94.7 percent or 144 of the 152 teachers responding to this item reported they felt a need for more materials and information to help them do a more adequate job of teaching psychology. This figure, compared to the 96.1% reported two years ago, indicates a slight decline in the 'felt needs' of these psychology teachers. However, 152 of 153 teachers (99.3%) indicated they would use these materials if they were made available for their use. This is an increase of 2.4% over the 96.9% recorded for this item on the 1970-71

survey. These data suggest that while the 1972-73 teachers did not have the same feelings about needing new and more instructional materials, they did indicate they would use them more if they were made available for their use.

Data were also sought relative to the specific kinds of materials psychology teachers wanted to see made available to them for use in their psychology courses. (See Figure I). An analysis of the data presented in the figure indicates the divergent and convergent needs as well as the overall preferences of the respondents:

1. The 153 psychology teachers indicated a greater desire for materials and resources than those respondents who did not teach the course and those teachers responding to the survey two years previously. Out of the fourteen materials areas from which to choose, the psychology teachers (Category I) checked an average of 7.9 items while the other 30 respondents (Category II) averaged 3.2 selections. The 128 teachers in 1970-71 averaged 7.4 selections.

2. The two materials areas (films and materials for classroom experiments) ranked first and second by the psychology teachers as most needed were ranked second and third respectively by those not teaching the psychology courses. Those not teaching the course selected simulation games as their first preference. However, the two materials areas selected by the 153 classroom teachers were identical to the top two choices of the teachers two years earlier.

3. Materials directed towards helping the slow learner still received the least responses from psychology teachers after two years. This type of materials ranked thirteenth out of fourteen categories (55 responses or 35.9%) in 1972-73 and eleventh of twelve categories (40 responses or 31.2%) in 1970-71. There does however appear to be a slight trend toward desiring more materials for slow learners.

4. While one-half of the classroom teachers in 1970-71 requested a curriculum guide to assist them in planning and teaching their courses, only forty-three percent of the 1972-73 teachers reported a need for such a guide. Apparently, teachers of psychology at the time of the secondary survey felt more comfortable about planning and organizing the courses they were teaching. This may also reflect the consequences of their previous

FIGURE I

What type(s) of additional instructional materials relating to psychology would you want to see made available for your use?

	Category I * (with percentages)	Category II **	Total All Respondents ***
A. Films	135 (88.2%)	21	156
B. Materials for classroom experiments	131 (85.6%)	20	151
C. Simulation games	117 (76.5%)	22	139
D. Filmstrips	116 (75.8%)	15	131
E. Overhead transparencies	102 (66.7%)	13	115
F. Posters and pictures	93 (60.8%)	12	105
G. Audio tapes	91 (59.5%)	18	109
H. A different kind of textbook	80 (52.3%)	10	90
I. A newsletter or bulletin for teachers	75 (49.0%)	10	85
J. A reference service for students	72 (47.1%)	13	85
K. Pamphlets relating to careers in psychology and related fields	72 (47.1%)	9	81
L. A curriculum guide	66 (43.1%)	12	78
M. Material for slow learners	55 (35.9%)	13	68
N. Other (specify)	10 (6.5%)	3	13

* Category I represents the 153 psychology teachers who responded to this item of the questionaire.

** Category II represents the responses of the 60 respondents not teaching the psychology courses.

*** The Total represents all 213 respondents who responded to this item.

experiences teaching the course or of their additional college training reported earlier.

5. Because of the widespread use of simulation games and audio tapes and the frequent inclusion of the items in the "other" category listed in the earlier survey form, both were included as distinct categories in the 1972-73 questionnaire. Simulation games ranked third among the fourteen categories (117 responses or 76.5%) and audio tapes ranked seventh receiving 91 responses (59.5%).

6. The most drastic change in the preferences of the psychology teachers over the two year period was in the area of providing a reference service for psychology students. Two years ago, 74 of 128 teachers (57.8%) desired such a service for themselves and their students, placing this category fourth among the twelve choices. The 1972-73 data revealed that only 47.1% of the teachers still felt a need for this service causing it to drop to tenth place among fourteen categories.

7. Among the materials or resources specifically identified by teachers in the "other" item of the survey were: a pool of guest speakers (3), the APA newsletter, Periodically (3), magazines like Psychology Today and Human Behavior in class sets (2), and skinner boxes, mazes, color wheels, examples of intelligence, personality, and aptitude tests, mental health information, and case studies (one each).

Because of the responses of these teachers and in light of the similarity of the results over two years, it appears that the conclusions about the availability and accessibility of instruction resources and materials made in the 1970-71 report are appropriate to and can be repeated in this report:

1. There is very little in the way of materials and information available for use by these teachers; or

2. The materials and information now available have not been adequately publicized so that teachers are unaware of their existence; or

3. What is available is of such low quality that teachers prefer not to use any materials or chose to develop their own rather than to use much of what is currently available. Several teachers reported they were able to adapt articles from popular magazines, various psychology journals, and newspapers in order to provide supplemental materials for their courses; or

4. The materials now available are not the types teachers want to use in light of being functional to the purposes of the psychology course as seen by the teachers; or

5. The purposes of teaching psychology on this level have still not been articulated with much clarity, and there is no accumulated wisdom serving to structure these courses on the basis of tradition such as exists in the other social sciences; hence, teachers have no guide lines to follow in terms of planning and teaching their courses or ordering instructional materials needed to teach their courses in psychology.

The data received from the 1972-73 survey and the conclusions based upon an analysis of these data both suggest that these classroom teachers are still not content with the courses they are teaching or the materials they are using to teach them. These teachers are very interested in improving the quality of their courses and are concerned with finding ways of doing so. Their responses clearly indicate that what has been done to assist them in the form of instructional material and information has not been adequate to meet their needs. It also appears that these teachers are willing to further their academic training in order to do a more adequate job of teaching their psychology courses; and this may result in an increased desire on the part of these teachers for materials and resources in the future.

Thirty-five respondents expressed interest in offering psychology courses at their school providing adequate materials and personnel were available. This represents 81.4 percent of the 43 schools not offering separate courses in psychology. Only eight respondents replied negatively to this possibility.

Thus, the need for educators, scholars, colleges of education, state boards of education, curriculum planning committees, and professional organizations interested in psychology on the

secondary school level to join forces to provide teachers with some of the information, materials, equipment, resources, curriculum guides, instructional units, classroom activities, and teaching methods they need is still urgent. In addition, the college preparation these teachers need and are seeking must be provided in the pre-service and in-service programs offered by the various colleges of education in the state and/or by training programs established by the various professional organizations interested in pre-college psychology. These educational and professional groups must share ideas, personnel and resources in order to deal more effectively with the problems related to teaching psychology to secondary school students. At the same time, colleges of education and state boards of education must not set up hastily assembled degree or certification programs which could result in creating additional problems rather than bringing about an improvement in the quality of the course offerings. Currently throughout the country, the various proposals and suggestions made by those concerned with psychology on the pre-college level are beginning to attract the attention of those influential persons and groups involved in curricular, teacher-training, degree, and certification decisions.

After analyzing data from two surveys, the authors are convinced that those interested in pre-college psychology ultimately must make three decisions. Unless these decisions are made, persons interested in or teaching psychology on the secondary school level are likely to remain unhappy or uncertain with what is taught, with the objectives of instruction, with the orientation of the course,

with instructional materials, and with the training of those who teach the psychology courses. Stated briefly these three decisions are:

1. Psychology as an instructional discipline for high school students requires definition. This definition should be functional (purposeful), structural (organizational), and pedagogical (instructional procedures).

2. Once psychology has been defined, a decision must be made relative to clientele. Who will take the course? To prepare course objectives and instructional materials for ninth graders calls for acknowledgment of constraints that are not as likely to operate with twelfth graders. To prepare materials and design textbooks for selected students who have the time or the bent to take an extra elective differs from preparing materials and writing textbooks for heterogeneous groupings of students. The identification and statement of objectives, the preparation of materials, and the writing of textbooks should be completed only after decisions as to who should take the courses are made.

3. Also with psychology defined, one should be able to describe the qualifications by which teachers can be prepared, certified, and selected to teach the high school psychology courses.

The suggestion that these decisions be made is not to presume that only one answer or one pattern of instruction in psychology is desirable. Rather, hopefully, these suggestions will stimulate debate and generate alternative patterns, subject to empirical verification and validation.

A REVIEW OF THE LITERATURE

Psychology has been included in the secondary school curriculum since the 1830's. By 1900, it was designated as a separate course with over twelve thousand students enrolled. By 1935, its growth had become so significant that the American Psychological Association (APA) organized a separate committee to study its progress.

The 1948-49 Biennial Survey of Education reported that enrollment had increased to nearly fifty thousand students. In the twenty years between 1932 and 1952, psychology courses in the high schools grew significantly faster than either sociology or economics course.

The course gained in popularity and enrollment through the fifties and sixties. Records on student enrollment in 1963 indicated that nearly two hundred percent more students were taking the course than had taken it fourteen years before. A sharp rise in schools offering the course and the increase in the number of states teaching psychology further attest to this growth. By 1968 it was estimated that nearly 200,000 students were taking the course for credit. Estimates of enrollment by 1975 exceed the 300,000 mark.

Studies of secondary school psychology courses during the past two decades have tended to substantiate each other. The following list briefly summarizes the important characteristics and facts relative to the status of pre-college psychology:

1. Student enrollment and numbers of schools offering the course are rapidly increasing.
2. Students and teachers see the course as being valuable.
3. There is a need for psychology courses in the curriculum.
4. Courses are very popular among student.

5. Courses are offered in all fifty states.

6. Courses are most often one semester in length.

7. Courses are offered as an elective more often than as a required subject.

8. Courses are more likely to be offered in schools with over 300 students.

9. Courses are most frequently opened to juniors and seniors.

10. Girls are more likely to take the course than boys.

11. Whites are more likely to enroll in the course than blacks.

12. The course is offered most often in urban school settings.

13. Personal adjustment and mental hygiene are the two most often stated objectives of the courses.

14. Courses are usually assigned social studies credit.

15. Teachers are predominantly certified in social studies.

16. Teachers develop and use a great deal of materials such as popular magazines to supplement their courses.

17. The T. L. Engle and Louis Snellgrove textbook, Psychology: Its Principles and Applications is the most popular text used.

18. Psychology is not required in any state for graduation.

19. More schools would offer the course if properly trained teachers were available.

PERIODICALS

The secondary school psychology teacher may want to examine one or more of the periodicals mentioned below to supplement his knowledge and to discover additional resources relevant to psychology.

1. Behavior Today. (Weekly), Behavior Today Publications, Box 2993, Boulder, Colorado 80302: ($25.00).

2. Educational Psychology: A Contemporary View. (Monthly), David Ratliff, CRM Books, Inc., Del Mar, California 92014: ($10.95).

3. Human Behavior. (Monthly), Subscription Department, P. O. Box 2810, Boulder, Colorado 80302: ($14.00).

4. People-Watching. (Semi-annually), Behavioral Publications, 2852 Broadway-Morningside Heights, New York, New York 10025: ($5.00 per year for personal subscription).

5. Periodically. (Monthly), Margo Johnson, American Psychological Association, Clearinghouse on Pre-College Psychology, 1200 17th Street, N.W., Washington, D.C., 20036: (free upon reuqest).

6. Psychology Today. (Monthly), Educational Subscription Service, South Point Plaza, Lansing, Michigan 48910: ($6.00 per year to teachers); or, CRM Books, Del Mar, California 92014: ($12.00 per year).

7. Response. (Monthly), David Ratliff, CRM Books, Del Mar, California 92014: (free upon request).

8. Teaching of Psychology Newsletter. (Quarterly), Lawrence E. Murphy, Secretary-Treasurer of Division 2, c/o Dept. of Psychology, University of San Fransisco, San Fransisco, California 94117: ($1.00).

9. The Behavioral Science Teacher. (Biannually), Behavioral Publications, Inc., 2852 Broadway-Morningside Heights, New York, New York 10025: ($5.00 for personal subscription).

JOURNALS

The secondary school psychology teacher may want to examine one or more of the journals listed below to supplement his knowledge and to acquire additional information and data relevant to psychology:

1. American Psychological Association. 1200 Seventeenth Street, N.W., Washington, D. C. 20036

   a) American Psychologist ($5.00)

   b) Contemporary Psychology ($5.00)

   c) Developmental Psychology ($10.00)

   d) Journal of Abnormal Psychology ($10.00)

   e) Journal of Applied Psychology ($10.00)

   f) Journal of Educational Psychology ($10.00)

   g) Journal of Experimental Psychology ($25.00)

   h) Journal of Personality and Social Psychology ($10.00)

   i) Psychological Review ($5.00)

2. Behavioral Publications. 2852 Broadway-Morningside Heights, New York, New York 10025

   a) Journal of School Psychology ($12.00)

APPENDIX

The listing of the items in the following tables are arranged according to the responses of the teachers who taught the psychology course in their schools.

TABLE 1

Responses to the item: From the list of topics generally taught in psychology courses in secondary schools, indicate those topics which you include in your courses.

	Category I * (with percentages)	Category II **	Total all Respondents ***
a. intelligence	145 (92.4%)	26	171
b. mental illness	140 (89.2%)	12	152
c. personality theory	139 (88.5%)	18	157
d. mental health	135 (85.9%)	10	145
e. emotions	130 (82.8%)	15	145
f. social behavior	121 (77.0%)	15	136
g. learning and thinking	119 (75.7%)	12	131
h. motivations	115 (73.2%)	13	128
i. mental retardation	106 (67.5%)	10	116
j. heredity and genetics	106 (67.5%)	7	113
k. abnormal behavior	102 (64.9%)	14	116
l. sensation and perception	101 (64.3%)	9	110
m. the adolescent	100 (63.7%)	14	114
n. the history of psychology	96 (61.1%)	12	108
o. parapsychology	95 (60.5%)	7	102
p. drugs, alcohol, etc.	94 (59.8%)	13	107
q. marriage and family	91 (57.9%)	9	100
r. growth and development	90 (57.3%)	12	102
s. love	88 (56.0%)	7	95
t. the human body	65 (41.4%)	6	71
u. child care	45 (28.6%)	5	50
v. statistics	37 (23.5%)	5	42

* Category I represents the 157 psychology teachers who responded to this item of the questionnaire.

** Category II represents the responses of the 22 respondents not teaching the psychology courses.

*** This total represents the 179 respondents who responded to this item.

TABLE 2

Responses to the item: Indicate the topics that should be included in psychology courses at the secondary school level.

	Category I * (with percentages)	Category II **	Total All Respondents ***
a. emotions	137 (92.5%)	26	163
b. mental illness	132 (89.1%)	20	152
c. mental health	131 (88.5%)	25	156
d. personality theory	127 (85.8%)	20	147
e. motivation	124 (83.7%)	30	154
f. social behavior	123 (83.1%)	21	144
g. intelligence	122 (82.4%)	18	140
h. the adolescent	121 (81.7%)	18	139
i. learning and thinking	113 (76.3%)	22	135
j. abnormal behavior	111 (75.0%)	20	131
k. mental retardation	109 (73.6%)	15	124
l. sensation and perception	107 (72.2%)	20	127
m. growth and development	105 (70.9%)	23	128
n. love	99 (66.8%)	18	117
o. marriage and the family	97 (65.5%)	18	115
p. history of psychology	97 (65.5%)	18	115
q. drugs, alcoholism, etc.	95 (64.1%)	18	113
r. heredity and genetics	92 (62.1%)	15	107
s. parapsychology, E.S.P.	84 (56.7%)	13	97
t. child care	70 (47.2%)	13	83
u. the human body (Biology)	63 (42.5%)	9	72
v. statistics	52 (35.1%)	10	62
w. other	22 (14.8%)	3	25

* Category I represents the 148 psychology teachers who responded to this item of the questionnaire.

** Category II represents the responses of the 27 respondents not teaching the psychology courses.

*** This total represents all 175 respondents who responded to this item.

TABLE 3

A comparison of the rankings assigned to topics between those topics that were being taught and those topics that should be taught. (Reference: Tables 1 and 2)

	Ranking of topics that are being taught (Table 1)	Ranking of topics that should be taught (Table 2)
a. intelligence	1	7
b. mental illness	2	2
c. personality theory	3	4
d. mental health	4	3
e. emotions	5	1
f. social behavior	6	6
g. learning and thinking	7	9
h. motivation	8	5
i. mental retardation	9	11
j. heredity and genetics	10	18
k. abnormal behavior	11	10
l. sensation and perception	12	12
m. the adolescent	13	8
n. the history of psychology	14	16
o. parapsychology	15	19
p. drugs, slcohol, etc.	16	17
q. marriage and family	17	15
r. growth and development	18	13
s. love	19	14
t. the human body	20	21
u. child care	21	20
v. statistics	22	22

TABLE 4

Responses to the item: Check the objectives which most accurately reflect the objectives you set for your course(s).

	Category I * (with percentages)	Category II **	Total All Respondents ***
a. to help students cope with problems associated with emerging adolescence	132 (84.0%)	16	148
b. to assist students in adjusting to life and solving life's problems	126 (80.2%)	19	145
c. to apply psychological knowledge to understand contemporary social problems and events	124 (78.9%)	19	143
d. to help develop an appreciation for psychology as a field of scientific knowledge	115 (73.2%)	9	124
e. to help students understand and deal with their personal problems	105 (66.8%)	18	123
f. to assist students in developing a basic psychology of life	101 (64.3%)	8	109
g. to eliminate many of the misconceptions students have about psychology and psychologists	99 (63.0%)	8	107
h. to assist students in understanding the vocabulary associated with psychology	95 (60.5%)	20	115
i. to help students better understand and accept themselves as individuals	91 (57.9%)	5	96
j. to assist students in preparing for family life	83 (52.8%)	5	88
k. to prepare students for college psychology courses	56 (35.6%)	24	80
l. to help students in their vocational understanding	31 (19.7%)	0	31
m. other	25 (15.9%)	10	35

* Category I represents the 148 psychology teachers who responded to this item of the questionnaire.

** Category II represents the responses of the 37 respondents not teaching the psychology courses.

*** This total represents all 185 respondents who responded to this item.

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